

**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2****COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

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Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021****Pathway 3 : January 1, 2019 - June 30, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization Donna ISD CDN 108-902 Vendor ID 74-000691-3 ESC 1 DUNS 023448491

Address 116 North 10th City Donna ZIP 78527 Phone (956)464-1752

Primary Contact Dr. Hafedh Azaiez Email hafedh.azaiez@donnaisd.net Phone (956)464-1600

Secondary Contact Ludivina Cansino Email ludivina.cansino@donnaisd.net Phone (56)464-1600

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Hafedh Azaiez Title Superintendent

Email hafedh.azaiez@donnaisd.net Phone (956)464-1600

Signature  Date 11/09/2018Grant Writer Name Dr. Sandra Quiroz Signature  Date 11/09/18☐ Grant writer is an employee of the applicant organization.☒ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The first area of need is the shortage of bilingual certified teachers. In a district with almost 50% of its student population classified as LEP, this shortage has a profound impact on our student's education.	DISD proposes to provide 6 instructional paraprofessionals who have at least 60 university hours the opportunity to complete their education to become bilingual certified teachers. The candidates will qualify for paid leave to attend classes at a local four-year university. Additionally, Human Resources will assist the paraprofessionals with navigation through the certification process.
The second area of need is a lack of dual credit concurrent enrollment classes for entry level college education courses.	DISD will select 4 high school teachers with appropriate credentials and successful experience to teach two education courses at each high school. Each campus will create at minimum four education classes and recruit 20 students per class to enroll in the education classes beginning school year 2019-2020.
A third priority area is the decrease of students joining the teaching profession in particular the tiny number of DISD graduates with teaching experience returning to teach at DISD. Thereby creating a shortage.	DISD will work with a local college to create the High School Education Exploration (H-SEE) program, encouraging high school seniors to enter the teaching profession. H-SEE students will receive high school credits for classroom work and participate in an internship in a K-8 classroom earning college hours.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Grow Your Own Teacher (GYOT) program will facilitate the successful graduation and bilingual education certification for 6 paraprofessionals serving grades PK-8 at DISD by the end of grant cycle follow up of three years, partnering with the University of Texas Rio Grande Valley (UTRGV), thereby forming the first cohort of the Donna Teacher Residency program

- 1.) All teachers recruited will be representative of culturally and linguistically diverse populations.
- 2.) Each teacher will have an articulated process for purposeful placement as a new district hire upon graduation.
- 3.) Timely induction of new hires by 2022 for beginning teachers.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- Selection of one dual credit teacher with appropriate credentials per campus
- Placement of the Education and Training course offerings on the master schedule
- Completion of marketing plan to recruit students into classes
- Completion of all MOUs with submittal to TEA by April 15, 2019.
- Pre-admissions classes attendance
- Enrollment of 8 paraprofessionals in a four year university

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

- Dual credit teachers at two high schools teach at least two Education and Training course section for dual credit.
- Dual credit teachers at two high schools teach Instructional Practices and/or Practicum in Education and Training.
- All high schools establish and grow a chapter of TAFE or FCCLA and participate in at least one competitive event per academic school year.
- Progress monitoring of paraprofessionals attending university classes

**Third-Quarter Benchmark**

- Dual credit teachers teach at least two Education and Training course sections for dual credit
- All high schools within the LEA offer both Instructional Practices and Practicum in Education and Training courses
- All high schools continue growing a CTSO (TAFE or FCCLA) and participate in at least one competitive event per academic school year
- Paraprofessional enrollment in residency program.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Assistant Superintendent for Curriculum and Instruction will take the lead in the evaluation of the Grow your Own Teachers (GYOT) project with strong internal assistance from the Assistant Superintendent for Human Resources. Both departments were actively involved in the development of proposal and provided baseline data. The evaluation will strive to answer an overarching question: Has the program been implemented as planned? To do so, the DISD team will examine the following: 1) number of students enrolled in dual credit education classes at each high school; 2) the number of students that express an interest in continuing toward a degree in education; 3) the number of students who indicate they will continue their education after high school to complete a teaching degree; 4) the amount of times students in dual credit education classes attend after-school tutoring; 5) grades of the students in the dual credit education classes; 6) number of walk-through observations indicating a strong student-teacher relationship such as: a) providing an emotionally safe learning environment; b) a classroom culture that promotes mutual respect, trust, and positive interactions between students and staff; c) positive interactions between students and staff; d) a culture of equality that is based on merit excluding race, religion, and socio-economic levels.

The evaluation will also examine the following: 7) responds of student written appraisal of their dual credit education classes; 8) the number of classroom paraprofessionals enrolled in university classes that will lead to a bilingual degree and certification; 9) the number of paraprofessionals attending tutoring sessions on communication skills, etc.; and 10) the GPA of paraprofessionals enrolled in university classes; 11) the number of TAFE or FCCLA established.

Both Assistant Superintendents are committed to make appropriate adjustments in the GYOT to ensure program success. For example, they find that students are not progressing appropriately in the dual credit education class, the campus administrator and counselor will convene a meeting with the student, parents and possibly the teacher of record. Similarly, if an instructional aide is having difficulty with a class, they are prepared to offer tutoring sessions.

In addition, DISD has committed to increasing the number of dual credit education classes and teachers over the next five years. As to the pathway two, DISD will begin seeking funding to assist educational paraprofessionals to complete an education degree in hardship areas such as in mathematics and science.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

After a comprehensive needs assessment was conducted, DISD found that dual credit education courses were not taught at either of its high schools. The assessment committee also confirmed the need to develop leadership roles for strong classroom. Data also showed that almost 50% of teachers currently employed have one to five years of experience further emphasizing the need to develop teacher leaders. All too often, strong, successful teachers with degrees in educational leadership leave the classroom and unfortunately leave a large void behind. The assessment also indicated that DISD has a pool of currently employed classroom teachers that have earned the credentials required by South Texas College (STC) for adjunct faculty to teach education classes. A majority of the teacher pool reflect the student enrollment ethnicity. A committee appointed by the superintendent will be responsible for selecting two teachers (one per high school) from a pool of currently employed classroom teachers who have earned at a minimum a Master's Degree in Education and/or Educational Leadership and hold a standard or life teacher certificate in the state of Texas; the teachers will be selected based on qualifications and results of a rubric and will be required to sign a Memorandum Of Understanding (MOU). Selection of teachers for this project is a win-win situation for DISD. By identifying two strong classroom teachers to become leaders in education DISD will not lose them to administrative positions within the school district or to other school districts. This will be a positive move for DISD students. District and campus staff are committed to assist the education teachers with staff development, student recruitment, and with lesson plans to ensure the Instructional Practices and Practicum in Education and Training courses are taught with fidelity and demonstrate an integration of curriculum that promotes research-based motivations for teaching.

The Rubric will include past student mastery of district and TEA state mandated assessments including the STAAR, EOCs and TELPAS that will be reviewed and analyzed to identify success trends and best practices of said teachers; evidence of past involvement in student organizations to include but not limited to Career and Technical Education Organizations; National Honor Society, Student Council and all other UIL sponsored student club; evidence of strong student-teacher relationships; letters from colleagues and supervisors, and high marks on the Texas Teacher Evaluation and Support System (T-TESS) instrument.

The MOU will require teachers to agree to remain in the school district for and teach dual credit education classes, Instructional Practices and/or Practicum courses, in 2019-2020 and both in 2020-2021 for a minimum of five years. The MOU will also include the time line for the \$11,000 stipend (\$5,500 per teacher per year); and each teacher's commitment to establish and grow a chapter of the Texas Association Future Educators (TAFE) or Family Career and Community Leaders of America (FCCLA). The MOU will also include the teachers' requirement to submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication. The MOU will also ensure that students in TAFE or FCCLA participate in at least one competitive event per academic school year of the grant and submit a plan for marketing student recruitment to TEA each year. The MOU will also include a commitment from the teachers selected to attend the TEA-led Teacher Institute in June 2019. An administrator from each high school will also be required to attend the first day of the institute. Additionally, if teachers in the dual credit education classes leave the DISD prior to the five year maximum will reimbursed the DISD a prorated amount of the stipend issued. DISD commits to adding additional teachers and dual credit education classes as the program grows.

Both DISD high schools will develop a marketing plan to recruit a cohort of students to enroll in the first pathway for dual credit education consecutive classes for the 2019-2020 school year. Administrators, teachers and counselors will begin with high school parent meetings to inform parents of the new pathway. Literature such as flyers, posters, articles in the local and school newspapers.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

Through the needs assessment, DISD learned that forty teachers are currently on emergency bilingual certification. Indicating that the need for certified bilingual teachers is high. DISD plans to create a paraprofessional-to-teacher program in the critical shortage area of bilingual certification. From the pool of currently employed paraprofessionals, DISD will recruit six paraprofessionals to participate in the Grow Your Own Teachers (GYOT) program with the opportunity to complete their education to become bilingual certified teachers. Selection Process: The GYOT committee will select the most qualified participants that meet the eligibility requirements for admission to the University of Texas Rio Grande (UTRGV) and are DISD graduates. Paraprofessionals that mirror the student demographics (99.6% Hispanic) will be selected based on application review indicators including interviews with the GYOT committee and the Superintendent, involvement in school activities, commitment to degree and certification persistence, and recommendations from supervisors and colleagues.

DISD has a long-standing and strong relationship with the UTRGV and has met in reference to this project. UTRGV has agreed to offer on-line classes and some coursework on Saturdays in DISD buildings. Additionally, where possible, DISD staff with appropriate credentials will be hired by UTRGV to teach some of the classes. Thereby, establishing a cohort program atmosphere to support and encourage degree completion.

Activities: The GYOT Program will provide participants with a comprehensive support system. Prior to university enrollment, candidates will be offered pre-admission classes to build written and oral language skills. A mentoring program including, workshops on teaching/learning process, goal setting, study skills, communication skills, and professionalism will be available to all participants.

Candidates will qualify for paid release time and schedule flexibility to attend classes at UTRGV. Additionally, the Human Resources Department (HR) has accepted the task of assisting the paraprofessionals with navigation through the red tape of the certification process. This department will also track the participants degree plan, grades, and hours earned. All candidates will sign the Memorandum of Understanding (MOU) and Intent requiring them to maintain a minimum 3.0 GPA; actively participate in all GYOT program activities; successfully pass the university requirements in the initial years in the program and remain in the education program at the university; successfully pass the bilingual TExES and other tests required for bilingual certification; complete student teaching in DISD; receive university recommendation for teacher certification, receive positive recommendations from cooperating teachers, administrators and other professionals in the field; meet all selection criteria used by DISD for teachers, work full-time as a teacher for a minimum of five years in area of licensure in the DISD. Candidates will also agree to obtain a bachelor's and certification within two years and serve as teachers of record in DISD by 2021-2022 year.

The participants will be obligated to begin teaching full-time in the area of certification in DISD the first semester immediately following graduation or in the fall of the following school year and continuing for a period of five years as agreed upon in the (MOU). Participants who choose not to return to teach in DISD, or who are not qualified to teach in DISD based on certification, eligibility requirements and on-going academic and personal obligations will be responsible for paying back costs provided to them through the Grow Your Own Teachers program. In the event that a participant fulfills a portion of the teaching commitment, but not all of the commitment, the participant will be required to pay back a pro-rated amount.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	4	X \$11,000 =	44,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	0	X \$5,500 =	0
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	0
Number of high schools without existing Education and Training courses in 2018-2019	2	X \$9,000 =	18,000
<b>Total Request for Pathway 1</b>			<b>62,000</b>

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	0	X \$5,500 =	0
Number of candidates pursuing both a bachelor's degree and a teacher certification	6	X \$11,000 =	66,000
Request for Pathway 2			66,000
Request for Pathway 1			62,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<b>128,000</b>

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	0
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	0
<b>Total Request for Pathway 3</b>			<b>0</b>



**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

4 Teachers x \$11,000 bonuses	44,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Tuition for 6 paraprofessional to become bilingual certified teachers 8 x \$11,000	66,000

**SUPPLIES AND MATERIALS (6300)**

2 high schools without existing Education and Training courses 2 x \$9,000	18,000
Travel for 4 Dual Credit teachers and 2 campus admin.	
Travel for teacher and students to travel to competition	

**OTHER OPERATING COSTS (6400)**


Total Direct Costs 128,000

Should match amount of Total Request from page 8 of this application

Indirect Costs 2,828**TOTAL AMOUNT REQUESTED** 130,828

Total Direct Costs plus Indirect Costs





# DONNA INDEPENDENT SCHOOL DISTRICT

*"Gearing Up for Change"*

November 12, 2018

## BOARD OF TRUSTEES

**Efren Cenicerros**  
President

**Valentin Guerrero**  
Vice-President

**Alicia Reyna**  
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**Members**  
Eloy Avila  
John Billman  
Dr. Donna Mery  
Eva C. Watts

## ADMINISTRATION

**Dr. Hafedh Azaiez**  
Superintendent

**Dr. Lazaro Ramirez**  
Assistant Superintendent  
for Human Resources

**Velma Rangel**  
Assistant Superintendent  
of District Operations

**Rashad J. Rana**  
Assistant Superintendent  
of Curriculum and  
Instruction

**Ludivina A. Cansino**  
Assistant Superintendent  
of Business and Finance

Dear TEA representative,

On behalf of Donna ISD, our Board of Trustees and Superintendent, we are respectfully requesting that TEA approve DISD's Grow Your Own Grant proposal to help fund areas of critical need in our district.

First and foremost, Donna ISD faces a shortage of bilingual certified teachers. This shortage is profoundly impacting our children's education especially our LEP students who make up close to 50 % of our student population. With the Grow Your Own Grant, we will be able to provide six of our instructional paraprofessionals, who have at least 60 university hours, the opportunity to complete their education and become bilingual certified teachers.

Our district also lacks entry level college education courses, specifically dual credit concurrent enrollment classes. This grant will allow Donna ISD to recruit four highly successful high school teachers to teach, at minimum, four education classes with 20 students per class at both high schools beginning school year 2019-2020.

Another area of concern is the decrease in students seeking a teaching profession. Donna ISD sees few graduates with teaching experience returning to teach at DISD, resulting in our current shortage situation. The grant will allow DISD to work with a local university to create the High School Education Exploration (H-SEE) program designed to encourage high school seniors to enter the teaching profession. These students will receive high school credits for classroom work and participate in an internship in a K-8 classroom earning college hours.

Our district is committed to providing our students with the highest quality of instruction. With your support, we can do great things at Donna ISD.

Sincerely,

**Efren Cenicerros**  
Donna ISD Board President



Office of the President  
3201 W. Pecan Blvd.  
McAllen, TX 78501  
t 956-872-8366  
f 956-872-8368

**COPY**

P.O. Box 9701, McAllen, TX 78502-9701  
[www.southtexascollege.edu](http://www.southtexascollege.edu)

August 7, 2018

Dr. Hafedh Azaiez  
Donna Independent School District  
116 North 10th Street  
Donna, TX 78537

Dear Dr. Azaiez,

Thank you for your continued support and commitment to our Dual Credit Program partnership. Through our collaboration, the Dual Credit Program continues to successfully prepare our students by attaining an early start on college, developing skills to enter the competitive workforce, or by transitioning into a postsecondary education setting.

The success of the program and our students is contingent on the collaborative efforts of our partnership. By working together with your school district, we can continue to provide the standards of excellence and success deserved by our students.

I am sending you an electronic copy of the Memorandum of Understanding between South Texas College and the School District. This MOU is the agreement that encompasses all dual credit programs, including Early College High Schools (ECHS) and the Academies Program as required by the Texas Higher Education Coordinating Board (THECB).

Please print and sign two copies of the agreement. Upon execution of the contract, contact Maria Reyes, Administrative Assistant for High School Programs & Services at 956-872-6443 or via email at [mgreves@southtexascollege.edu](mailto:mgreves@southtexascollege.edu). She will make arrangements for someone from the College to pick up the MOU.

Once again, thank you for your partnership and dedication to the success of our students and the program.

With warm regards,

Shirley A. Reed, M.B.A., Ed.D.  
President



## **Memorandum of Understanding South Texas College Dual Credit Programs**

**SOUTH TEXAS COLLEGE** (herein called the "College") and **DONNA INDEPENDENT SCHOOL DISTRICT** (herein called the "School District") enter into the following Memorandum of Understanding (MOU) and for the terms of which WITNESS THE FOLLOWING:

### **TERM**

This MOU shall be in effect from August 27, 2018 to August 24, 2019.

### **OVERVIEW**

The College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College's service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Programs**, which complies with the rules set forth by the State of Texas (TAC Title 19 Chapter 4, Subchapter D, Rule § 4.84 Section (a)) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

### **1) MOU PURPOSE**

The purpose of this MOU is to outline the roles and responsibilities of the College and the School Districts that participate in the Dual Credit Programs. This MOU is the agreement that encompasses all dual credit programs, including Early College High Schools (ECHS) and the Academy Programs, as required by the Texas Higher Education Coordinating Board (THECB). An additional MOU is required by the Texas Education Agency for each Early College High School.

### **2) RECOGNITION OF HIGHER EDUCATION PARTNER**

The School District, when reporting and publicizing high school students' completion of dual credit courses, degrees, or certificates, will recognize South Texas College as their Higher Education partner awarding college credit. In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's *Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs* at [www.southtexascollege.edu/go/dual-credit-marketing](http://www.southtexascollege.edu/go/dual-credit-marketing) (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

### **3) ACADEMIC POLICIES & PROCEDURES**

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses and dual credit students.

**a) Eligible Courses**

Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. The Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer remedial and developmental courses for dual credit.

**b) Faculty Qualification, Selection, Supervision, and Evaluation**

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Selection, Supervision, and Evaluation process, refer to the *Dual Credit Programs Instructional and Quality Standards Manual* - Academic Affairs Division.

- i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Programs meets the credential requirements as stated in the College's *Board Policy #4151 Academic and Professional Credentials for Faculty*, which includes the criteria used by the College to determine teaching eligibility.
- ii. The College will ensure that College faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks. School District faculty approved as Dual Credit Faculty have to be cleared by the College's Office of Human Resources to teach any dual credit courses.
- iii. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the College.
- iv. College and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual2Degree Department. Any student not listed on the roster by the 12<sup>th</sup> day of classes will not be enrolled in the dual credit course.
- v. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the online DELTA course offered through the College's Office of Professional and Organizational Development during the summer prior to, or the Fall semester of, their first academic year. This Academy focuses on relevant College policies and procedures, resources, faculty responsibilities, and maintaining a college environment in the classroom.
- vi. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and



course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate his/her teaching responsibilities at the high school in order to attend required department meetings.

- vii. College faculty and Dual Credit Faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or School District support services.
- viii. The School District will forward any concerns regarding Dual Credit Faculty or College faculty teaching the college-level course to the College Department Chair for investigation. To resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.
- ix. The faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in **Board Policy #3115 Distance Education**, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

c) **Facilities, Teaching Environment, and College Courses**

i. **Facilities**

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction that includes the following:

- School District will ensure that College faculty and dual credit students have appropriate access to all available instructional resources and essential technology;
- School District shall permit access to the College's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall meet the laboratory safety standards and have material/equipment required for College courses available in all labs in which classes are being taught that comply with College science program requirements.

ii. **Teaching Environment**

The School District will ensure that the classroom environment is conducive to college-level learning by:

- Designating a classroom for the college dual credit classes;
- Displaying the signs provided by the College outside of the

- classroom that indicate “College Course is in Session”;
- Assuring no interruptions take place in the college dual credit class while in session, such as removing students for high school activities or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and
- Accepting the faculty member’s attendance requirements as stated in the course syllabus and as supported by *Board Policy #3335 Student Attendance*. This policy provides guidelines related to student attendance and authorizes faculty to drop a student, prior to the withdrawal deadline, when in the opinion of the faculty, the student would have difficulty in successfully completing the course.

iii. College Courses

Dual credit courses must use the College’s approved Learning Management System.

d) Course Curriculum, Instruction, and Grading

School Districts that participate in the Dual Credit Programs at South Texas College will comply with procedures and guidelines as published in the *Dual Credit Programs Instructional and Quality Standards Manual*, including the following:

- i. Academic Instructional Calendar  
Dual credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean should be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams.
- ii. Monitoring Instruction  
The School District will work with the College so that College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the School District.
- iii. Books and Supplemental Materials  
The School District will provide all textbooks, equipment, and supplemental materials required for the cohort (S sections) classes. College-approved textbooks purchased by the School District as required for a college course are allowed to be used for four (4) years. Chairs may request a change of textbooks earlier than four (4) years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks and materials shall be available to students on the first class day. Exceptions must be discussed with the Dual Credit Programs Administrator and the Department Chair.

iv. Grading Procedures

All Dual Credit Faculty will follow the College Grading System as stated in the College's *Board Policy #3310 Grading System: Credit Programs*, as well as the grading criteria in the department approved syllabus.

v. Submission of College Grade

The primary responsibility for assigning College grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade for the College will be a letter grade and for the high school a numeric grade that might differ from the College grade.

vi. Grade Appeal

The School District will direct students to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link:

[https://academicaffairs.southtexascollege.edu/grade\\_appeals/](https://academicaffairs.southtexascollege.edu/grade_appeals/).

vii. Reporting Required Critical Student Performance Information

The College has developed guidelines for sharing critical student performance information when needed for high school reporting. The guidelines indicate reporting requirements and responsibilities of the faculty teaching dual credit courses regarding parent inquiries, progress reports, and discipline matters. These guidelines are found in the *Dual Credit Programs Instructional and Quality Standards Manual*.

e) Dual Credit Policies

i. Board Policy #3230 Dual Credit Programs with Partnering School Districts

- Lists general provisions that partnering school districts must comply with; and
- States that tuition and fees for dual credit students sponsored by partnering School Districts will be charged as approved by the Board of Trustees.

ii. Board Policy #3232 Dual Credit Student Eligibility Requirements

- Outlines the dual credit student eligibility requirements;
- Stipulates limitations on what courses and how many hours may be taken; and
- Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP).

iii. Board Policy #3320 Academic Progress Standards

- States expectation that students meet academic standards for coursework at the College;
- Defines levels of academic status GPA criteria; and
- Explains student academic progress standards including probation, suspension, and readmission.

- iv. **Board Policy #3322** Student Financial Aid - Satisfactory Academic Progress (SAP)
- Cites federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
  - Cites regulations that require the evaluation of both quantitative (67% course completion rate) and qualitative (maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

#### **4) STUDENT ENROLLMENT & SERVICES**

a) **Student Eligibility**

The College requires School District partners to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College *Dual Credit Programs Enrollment and Support Services Manual*. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link: <http://studentservices.southtexascollege.edu/outreach/>.

All students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's **Board Policy #3200 Student Admissions**. School District partners will work with the College to make certain that all dual credit students are enrolled by the first day of classes to help ensure student success and will comply with the College Admission and Registration Timeline. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link: <http://studentservices.southtexascollege.edu/outreach/>.

High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the Texas Higher Education Coordinating Board and the South Texas College Dual Credit Course Pre-Requisites as published in the College *Dual Credit Programs Enrollment and Support Services Manual*.

Dual credit students must comply with the College's Academic Progress Standards as outlined in Board Policy #3320 and #3322. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to dual credit students who are still in high school.

b) **Course Load**

As stated in the College's **Board Policy #3232 Dual Credit Student Eligibility Requirement**, dual credit students may not enroll in college-level courses until the spring semester of their 9th grade year; and then are limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per semester, and 11th and 12th grade students shall not exceed 16 credit hours per semester. Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to Career Technical Education (CTE) certificate or Associate degree, may also enroll in academic dual credit courses, limited to English 1301, Mathematics/Natural Science



Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual credit courses per semester described below. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering. The Dual Credit Programs is subject to all applicable College policies and procedures. Therefore, independently enrolled dual credit students must additionally comply with the normal course load limits set for all students during a Summer session.

c) **Composition of Class**

Effective June 2018, the College will adhere to the Southern Association of Colleges and Schools (SACSCOC) policy, which requires that institutions not combine students enrolled in the college course with students who are only receiving high school credit.

d) **Advising**

The College and the School District shall offer college advising services for dual credit students consisting of a general advising module, group enrollment advising using Degree Works, face-to-face advising, and a College Advising Training Program for High School District Counselors.

Detailed information is published in the College *Dual Credit Programs Enrollment and Support Services Manual*.

e) **Counseling and Student Accommodations**

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School District will provide classroom accommodations for dual credit students. If the class is taught by a College faculty at the high school, the College Counselor will coordinate class accommodations with the high school Special Education Counselor. All procedures and guidelines are outlined in the College *Dual Credit Programs Enrollment and Support Services Manual*. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link:  
<https://studentservices.southtexascollege.edu/dualcredit/>.

f) **Student Complaints**

Student Grievance or Complaint procedures for handling student complaints, regarding the college course, are applicable to all students including those enrolled in dual credit courses. Dual credit students with complaints shall follow the procedures as stated in the College's **Board Policy #3313, Student Grievance or Complaint** as published in the College Student Handbook.

g) **Student Conduct**

All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from South Texas College and all related programming, under the South Texas College Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation

of South Texas College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the South Texas College Student Handbook, Chapter 2, Code of Student Conduct. Dual credit students who receive a sanction of suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District. Further, South Texas College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment.

*h) Transcription of Credit*

The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

**5) FINANCE SUPPORT SERVICES**

*a) Faculty Stipend*

School District instructors approved by the College to be Dual Credit Faculty and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College *Dual Credit Programs Instructional and Quality Standards Manual*.

*b) Tuition & Fees*

A School District sponsoring students under this MOU will be charged tuition and fees as outlined in *Exhibit A: Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2018-2019*.

*c) Invoicing*

The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the *Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2018-2019*, as approved by the College Board of Trustees (see Exhibit A).

*d) Faculty Charges*

When the College provides the faculty, including via interactive distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). This agreement is outlined in the *Dual Credit Programs Instructional and Quality Standards Manual*. An electronic copy of this document may be accessed on the High School Programs Department webpage at the following link: <https://academicaffairs.southtexascollege.edu/highschool/index.html>.

**6) DATA SHARING**

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College

disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed MOU.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the College. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any student level data received from the College shall not be shared outside the District without prior authorization from the College.

The College partners may request data outside of the scheduled report distribution schedule provided:

- An MOU has been executed and is active between the partner organization and the College
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

**PLEASE NOTE:** Requests are NOT guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.

Partners may submit an e-mail request for reports to: [dcdatarequest@southtexascollege.edu](mailto:dcdatarequest@southtexascollege.edu)

## **7) HUMAN RESOURCES DEPARTMENT. DATA PRIVACY & SHARING AGREEMENT**

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the College's [\*Board Policy #4151 Academic and Professional Credentials for Faculty\*](#), and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- a) Any non-academic complaints or concerns against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the College's [\*Board Policy #4216 Discrimination, Harassment, Retaliation, and Sexual Misconduct\*](#), and the School District Title IX policy in resolving complaints. An electronic copy of the College's policy may be accessed on following link:  
<https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>.

A list of all Title IX Coordinators for the College is located at the following link:  
<https://www.southtexascollege.edu/about/notices/title-ix.html>.

- c) The College and School District will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

#### **8) MEMORANDUM OF UNDERSTANDING (MOU)**

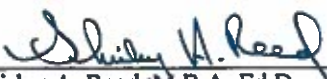
This MOU may be amended by mutual written agreement of both parties.

The College and School District reserve the right to terminate this MOU, upon receipt of written notice to the other party, ninety (90) days prior to the termination of this Agreement.

#### **9) NOTIFICATION OF NON-COMPLIANCE AND TERMINATION OF AGREEMENT**

Failure to act in accordance with any provision in this MOU will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the College President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this 14th day of August 2018.

  
Shirley A. Reed, M.B.A., Ed.D.  
President  
South Texas College

  
Dr. Hafeedh Azaiez  
Superintendent  
Donna Independent School District





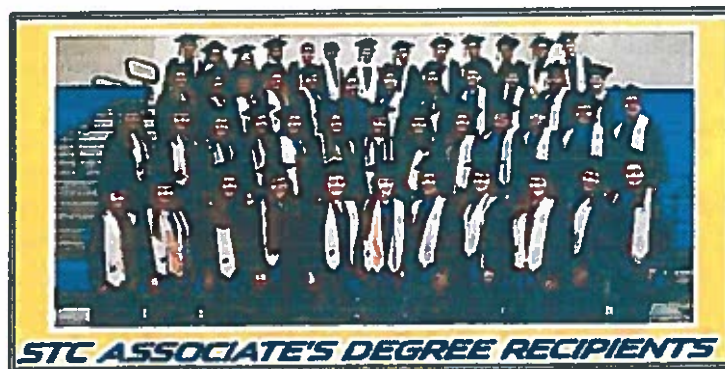
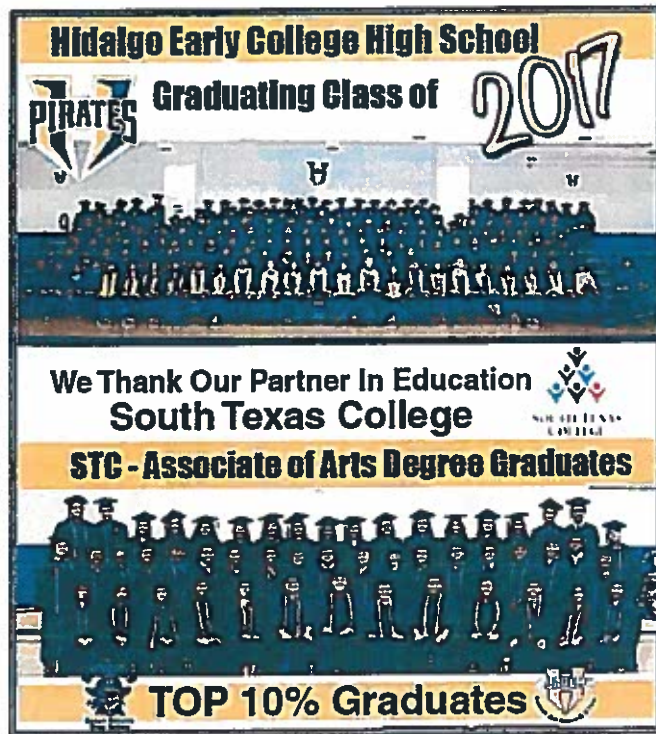
**EXHIBIT A**  
**TUITION AND FEES FOR DUAL CREDIT STUDENTS**  
**SPONSORED BY PARTNERING SCHOOL DISTRICTS**

	Board Approved FY 2016-2017	Board Approved FY 2017-2018	Board Approved FY 2018-2019
<b>DUAL CREDIT TUITION</b>			
Per credit hour tuition for in-district dual credit students sponsored by partnering school districts	0.00	0.00	0.00
<b>DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACILITY</b>			
Associate Degree Nursing	50.00	50.00	55.00
Emergency Medical Technology	35.00	40.00	45.00
Occupational Therapy Assistant	40.00	40.00	45.00
Patient Care Assistant	20.00	20.00	25.00
Pharmacy Tech	40.00	40.00	45.00
Physical Therapist Assistant	40.00	40.00	45.00
Radiologic Technology/Sonography	40.00	40.00	45.00
Respiratory Therapy	40.00	40.00	45.00
Vocational Nursing	50.00	50.00	55.00
<b>COURSE FEES</b>			
Electronic Distance Learning/VCT Course Fee per credit hour	15.00	15.00	10.00
Hybrid Course Fee per credit hour	5.00	10.00	0.00
NAH and Other Course Fees: <i>Liability Insurance/Exams/Booklets/Badges/ Special Program ID/Certificates/Pinning Ceremony/Other Activities</i>	Recovery of costs and processing fees	Recovery of costs and processing fees	Recovery of costs and processing fees
<b>INCIDENTAL FEES</b>			
Fee per credit hour for dual credit students attempting a course three or more times	125.00	125.00	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00	200.00	200.00

Board Approved - Student Tuition and Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2018-2019

July 31, 2018

**Exhibit B**  
**Sample Recognition**



July 31, 2018